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IDENTIFIERS	*Guam

ABSTRACT

The 1992 activities in support of the goals described in the Guam State Plan for Adult Education focused on curriculum development and evaluation. Three major programs offered 48 daytime and 101 evening classes for students at 6 sites. The primary components of the adult education instructional programs were adult high school, General Educational Development (GED) preparation and testing, and adult basic education. Ten classes in GED preparation or from the adult high school program were offered within the Adult Correctional Facility. Survival skills and basic literacy formed the core of services provided for the Mental Health Facility and Goodwill Industries. A Work Place Literacy Program at a hotel concluded. The Job Opportunities and Basic Skills Program provided child care assistance and tuition for welfare recipients. The needs of adult immigrants centered on English as a Second Language (ESL). A third-party evaluation of the entire adult education program was completed; the final report commended the reliable self-evaluations. Cooperative agreements with government agencies and community-based organizations provided adult basic, literacy, ESL, GED, and adult high school opportunities for their clients. (Eight statistical tables illustrate enrollment profiles, functioning levels, reasons for separation, status upon entry, participant achievement, time and locations of classes, and personnel. Two financial reports are provided.) (YLB)

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ED359407

Territory of Guam
Adult Education Programs
Performance Report
Fiscal Year 1992

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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Under the Four - Year State Plan for the Adminstration of Adult Education P.L. 102 - 73

Office of the State Director for Adult Education
State Director John T. Cruz, Guam Community College
P.O. Box 23069, G. M. F., Guam 96921
(671) 734-4311

CE 064 083

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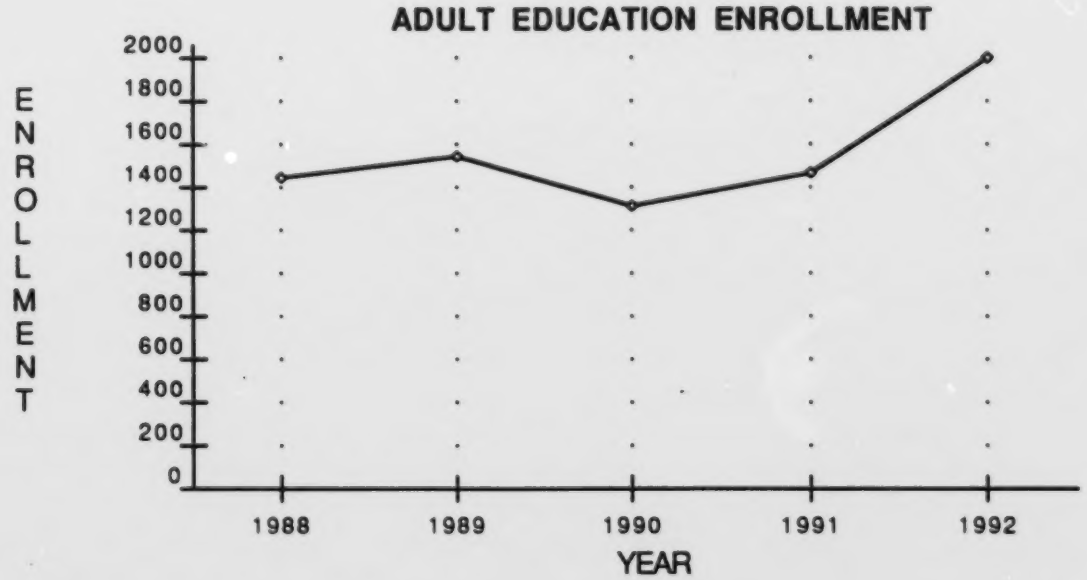
INTRODUCTION

Adult education programs, funded by Guam Community College as the State *and* Local Agency for Adult Education, provide adults who have less than a high school education with continuing opportunities to acquire basic skills necessary to function more effectively in society. By offering programs in GED Preparation, Adult Basic Skills, Literacy, Adult High School, and English as a Second Language, the College seeks to fulfill the goals stated in Guam's Adult Education State Plan for fiscal years 1992-1995.

With a population of 146,000 Guam had an unemployment rate of 3.1 percent as of March 1991. The multi-ethnic work force is includes laborers from Korea, Japan, the Philippines, China, the Commonwealth of the Marianas, Trust Territories and other Pacific Island groups. Public service agencies plus private industries seek the assistance of the State Agency in meeting the educational needs of their clients and employees.

During the 1992 program year, enrollment in Adult Education programs increased to 1,998; with 95.4% of enrollees being of Asian or Pacific Islander ethnicity. Additionally, 64% of the students were between the ages of 16 and 24, and 32% between 25 and 44.



Adult Education Program Goals

The Guam State Plan for Adult Education describes six goals for the delivery of services. The 1992 activities in support of these goals focused on curriculum development and evaluation.

- **GOAL 1:** Provide a comprehensive adult education instructional program which is flexible and responsive to the basic employment skill needs of the adult population.
- **GOAL 2:** Increase enrollment and expand services for special groups.
- **GOAL 3:** Establish a means of continuous needs assessment of targeted educationally disadvantaged adults.
- **GOAL 4:** Promote awareness and involvement with outside agencies and organizations to address the needs of the educationally disadvantaged adult.
- **GOAL 5:** Implement special projects and teacher training programs.
- **GOAL 6:** Provide leadership for efficient management and implementation of the Adult Education State Plan.

These goals are achieved by the State Agency through the work of 4 full time and 74 part time employees, including 59 adjunct faculty. who taught 149 adult education classes during the program year. Full time personnel are defined as those who spend 75% or more of their time involved with adult education programs. The faculty qualifications include 10% with doctorates, 56% had masters degrees and 34% had bachelors degrees.

Most classes were filled, and enrollment was limited by the available facilities. The State Agency is directly involved with plans for a new community college facility, located near the most populous area of Guam. The new facility will include offices, classrooms, and testing areas in support of the Adult Education Programs.

Comprehensive Instructional Programs

Three major programs offered 48 classes during the day and 101 during the evening for students at 6 different sites. The primary components of the Adult Education instructional programs were:

- *Adult High School*, a secondary program leading to a high school diploma.
- *GED Preparation and Testing* , providing screening, preparation classes, and administration of the GED test.
- *Adult Basic Education* , providing instruction in survival skills, literacy, communication, ESL, and computational skills.

Adult High School

The majority of individuals enrolled in Adult High School classes do so on a sporadic basis and for personal enrichment. Over 200 students have a designated goal of an Adult High School diploma. Eighty-nine (89) classes were held at three sites for the 1170 enrollees. On May 23, 1992, a formal graduation ceremony was held for the 65 AHS graduates.

The 1991 follow-up survey of 1990 Adult High School graduates revealed student satisfaction with their training. Fifty three percent of the graduates were pursuing additional education. The respondents indicated that 54% were employed full time, 39% were continuing their education on a part time basis and 14% were full time students. None were classified as unemployed, and of those employed:

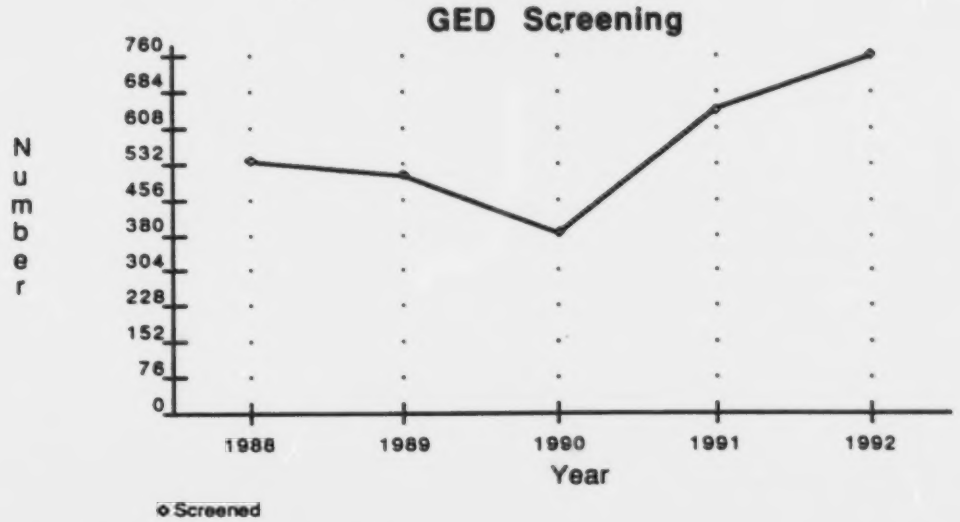
- ◊ 60% were employed with private industry,
- ◊ 27% were employed by the local government, and
- ◊ 13% were employed by the federal government.

GED Testing

Screening, preparation classes, and testing are three major components of the *GED Testing Program*. During 1992, 759 adults took the screening test to identify their academic needs, a 17% increase over 1991. The number of GED Preparation classes increased from 5 to 15 at four sites, including one class for the parents of Head Start children. Of

the 207 adults who took the actual GED test battery, 98 or 60%, successfully completed them - an increase over the 48% recorded in 1991. For the first time, GED graduates participated in the Adult High School and Post Secondary graduation ceremony.

The number of screening tests taken continued to increase. GED screening tests were administered at the Community College Campus, the Departments of Education, Administration, Corrections, and two military installations. The staff coordinates activities with JTPA and AHRD personnel. Testing brochures were distributed to educational and government agencies, with media announcements before each session.



Adult Education Programs

Adult Education Programs focusing on basic life skills were held for the Department of Mental Health and Substance Abuse, the Mental Health Facility, and the Goodwill Industries Center. Among the basic skills gained by 45 students were knowledge in using the local transit, purchasing food and clothing, and budgeting. Enrollment in basic skills classes increased by 14 over the previous year.

A Basic Skills class in reading and writing was completed by 12 mothers of Head Start children. This ten week summer project was in conjunction with AHRD.

Special projects for the Adult Education program included inservice workshops for mathematics and writing teachers to improve teaching strategies.

Institutionalized

Ten classes in GED preparation or from the Adult High School program were offered within the *Adult Correctional Facility.* Enrollment totaled 31. Forty clients withdrew before completing 12 hours of course work. Additionally, 28 Department of Corrections clients were bussed to campus for academic or vocational classes. On May 26, 1992, there were 150 inmates at the Adult Correctional Facility and 27 residents at the Community Corrections Center.

In May, three clients received their high school diploma and one graduate received an Associate Degree in Retailing and Marketing from Guam Community College. A follow up of Adult High School graduates from the Correctional Facility revealed a:

- ◊ 1984 graduate who is now a senior at the University of Guam,
- ◊ 1985 graduate presently a junior at the University of Guam,
- ◊ 1986 graduate received his B.A. in Sociology and entered graduate school, and a
- ◊ 1988 graduate who is a Senior Regent Scholar at UOG, on the National Dean's list and President's List.

A cooperative agreement was revised by the College and Correctional Facility clarifying responsibilities of all concerned parties.

Literacy Training

Survival skills and *basic literacy* formed the core of services provided for the Mental Health Facility and Goodwill Industries. Individualized programs were designed for 45 participants. Additionally, eight classes in basic skills and ESL, with 159 enrollees, were held at the Korean First Presbyterian church.

A *Work Place Literacy Program* at a hotel concluded; 4 of the 17 employees passed the GED and received bonuses from the employer. Flexible scheduling, regular communications with supervisors, and changing the description from Basics to Career Advancement improved the program's image.

Currently no literacy volunteer group exists. The SEA is encouraging its development, using the Adult Education Task Force as a resource.

Public Assistance Clients

The JOBS Program, under the Department of Public Health and Social Services, provided child care assistance and tuition for *welfare recipients*. The JOBS program began during fall 1991 with 2 participants, increased to 10 in spring 1992, and 9 during the summer term. Students took adult high school, pre-GED, or GED preparation classes at the main campus.

A joint program with AHRD provided basic academic skills training in math, reading, writing, and keyboarding. The ten week summer course in the "Basic Remedial Education and Training Program" was completed by 49 persons.

Special Needs

For the *disabled adult*, training in auditory discrimination uses auditory conceptualization to increase spoken and written language skills. Adults with poor auditory judgement have special problems and 25 enrolled in Reading Skill Development classes [ADD]. The ADD program has proven to be one of the most successful in meeting needs of handicapped adults with various educational backgrounds. Other disabled adults on the post secondary level included 3 hearing impaired, 1 learning disabled, 1 visually impaired and 1 orthopedically impaired, for a total of 31 adults with special needs.

Non-continuing Students

Guam law requires every student, full and part time, to have a health clearance. Requirements include immunization for measles, rubella, tetanus, diptheria, and a tuberculosis screening. These must be met within the first three weeks of classes or the College technically withdraws the students from class. This accounts for more than 80% of the over 1000 withdrawals. Others officially withdrawing from classes cited the time of the class or stated they were leaving the area as cause for separating.

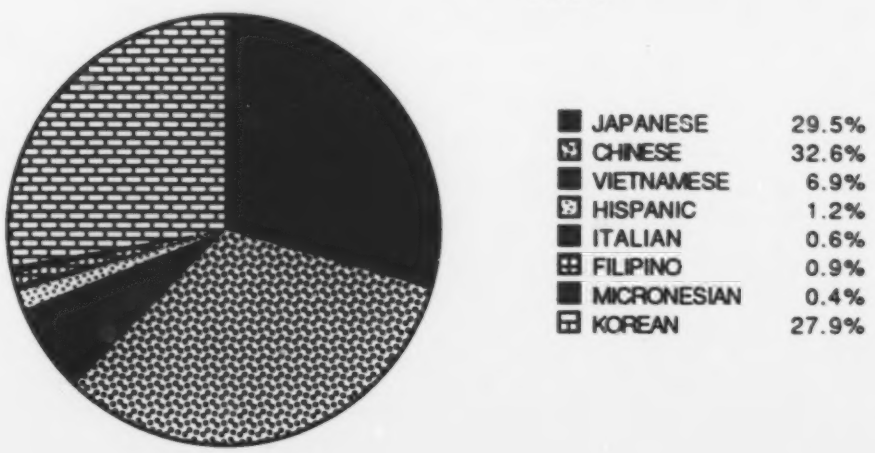
Forms to be completed by instructors are being developed by program administrators. These forms will provide more complete student profiles. One such form will attempt to identify the reasons those students who do not officially withdraw, drop out.

Non-English Proficient

The needs of adult immigrants centered on the *English-as-a-Second Language Program.* The program expanded over 66% from 360 in 1991 to 597 enrollees in 1992. Identified by level: Beginning ESL 303, Intermediate 195, and Advanced 99. For the first time, translations in various languages were provided for class schedules and registration forms. Workshops, audio equipment, course guides, and a resource library were provided for the instructors.

The accepted breakdown of ethnicity combines Asians and Pacific Islanders; over 98% of the students were in that category giving the appearance of a homogeneous group. However, the ethnic composition of Guam's ESL classes included Korean, Chinese, Taiwanese, Japanese, Vietnamese, Filipino, Trukese, Panamanian, and Italian; all with different language, educational, and cultural backgrounds.

ESL ETHNIC BREAKDOWN
1992



Language ability ranges from illiterate in their native language to college graduates of the home country. The program expanded from three to four levels of Language competencies. Competency based course guides were developed for 8 areas including multiple levels of Language Functions, Language Structures, and Practical Competencies.

Completion of the Foundations Building permitted offering of daytime classes for ESL students. A language lab is planned for the new campus site.

The centralization of data collection is facilitated with the combination of the State and Local Education Agencies. Program planners have direct access to demographics and student achievement reports. The registrar acts as a resource for program managers, advisory committees, community-based organizations, and other state and local agencies.

Assessment of the Adult High School Program is facilitated by annual *Graduate Follow-up and Employer Surveys*. Competency based curriculums are being developed to identify specific skills and achievement levels as programs begin the development of quality performance indicators.

Administrators attended the BEACON Conference in Hawaii focusing on international programs and multi-cultural education, the Technical Assistant meeting in San Francisco, Driver's Education Meeting in Honolulu, the joint ABE Directors and GED Administrators annual meeting in Maryland, a Chief Reader Training and certification for the GED program, and area workshops for State Directors of Adult Education and Literacy in Portland. Much of their training focused on improving evaluation procedures .

Statewide Evaluation

A third - party evaluation of the entire program was completed under the auspices of the *State Council on Vocational and Adult Education*. The final report commended the reliable self-evaluations based on program close-out reports, performance reports, interviews, and observations by the SEA and the commitment to excellence among faculty and administration.

Five recommendations were 1) a full time high level administrator responsible for development and implementation of Adult Education Programs, 2) an Adult Education facility, 3) increased staff training in anticipation of Adult Education instructor certification, 4) development and implementation of a more comprehensive system to report students' classroom progress, and 5) continual adoption of programs to meet Guam's changing demographics including non-English speaking migrants, military dependents, homeless, and high school dropouts.

Outside Agencies and Organizations

Community support continues to grow. A literacy support group is in its infancy. The ABE Programs increased enrollment; however, facilities limited expansion and the SEA developed plans for additional sites. Cooperative agreements with government agencies and community based organizations provided adult basic, literacy, ESL, GED, and AHS opportunities for their clients.

Cooperative activities were continued, revised, or initiated with a variety of public and private organizations. These include:

- ◊ Agency for Human Resource Development - AHRD
- ◊ Guam Department of Corrections
- ◊ Guam Department of Education
- ◊ Guam Department of Mental Health and Substance Abuse
- ◊ Job Training Partnership Council - JTPA
- ◊ Korean First Presbyterian Church
- ◊ Pacific Star Hotel
- ◊ Public Health & Social Services - JOBS clients
- ◊ State Council on Vocational Education - SCOVE
- ◊ U.S. Naval Station and Naval Air Station
- ◊ Vocational Rehabilitation Center - Goodwill Industries

Special Projects & Teacher Training

An ESL Program Development workshop was held for 6 ESL teachers to evaluate the current program, discuss concerns, examine materials, review and make recommendations on revised curriculum guides. The program manager attended a national workshop on "Setting up the English as a Foreign Language Program Abroad", TESOL 1992 Convention, and presented a round table session on "ESL in the Western Pacific" at the 1992 AAACE Annual Adult Education Conference.

Teacher training activities included attendance by a developmental instructor at the Walloon Summer Institute "Reading-Writing Workshop: Creating, Fine Tuning, and Extending the Student Centered Classroom," attendance at a "TPR/Comprehension-Based" workshop in Seattle. A workshop on alternative ways to approach whole number instruction was held for five ABE math instructors. GED scoring standards and procedures were stressed at a workshop for seven reading and GED instructors.

State Leadership

Guam Community College is unique as the state *and* local agency responsible for the administration of the Adult Education State Plan. The State Director is the President of the College, and the operations are under the direction of the Assistant State Director for Vocational and Adult Education. Currently the College is undergoing a school-wide revision of its organizational structure and fiscal practices.

An Adult Education State Planning Task Force was formed which revised the State Plan to comply with the National Literacy Act of 1991. On the task force were representatives of libraries, ESL programs, Special Needs programs, AHRD, the homeless shelter, the Department of Corrections, the Guam Social Workers Association, the Workplace Literacy Program, the LEA, and SEA. The revised plan had wide distribution, two public hearings, was reviewed by JTPA and the Guam State Clearinghouse before its adoption by the Territorial Board of Control.

Participation in conferences such as the State Literacy Exchange Conference and the Commission on Adult Basic Education, plus attendance at workshops for State directors and GED Administrators enhanced evaluation procedures and data collection among program administrators.

The State Council on Vocational Education [SCOVE] provided support for the Adult Education Task Force and concluded a third-party evaluation of the entire Adult Education Program. The Assistant Director of Vocational and Adult Education is an active participant in SCOVE activities.

Cost per Student

The cost per student is calculated by using the prescribed formula. For FY92, the cost per student was $156,127 less $4,319 for State administrative costs divided by 1,998 the number of participants who received 12 or more hours of instruction, for an average of **$75.98** per student.

While the number of contact hours per student may vary from program to program, two standards were most common: for basic skills and literacy 1.5 hour sessions four days a week for 10 weeks; GED, ESL, and Adult High School classes two - hour sessions, twice a week, for 15 weeks.

Statistical Tables

Form Approved
OMB No.

STATE of GUAM

DEPARTMENT OF EDUCATION
OFFICE OF VOCATIONAL AND ADULT EDUCATION

Program Year 1991-1992

WASHINGTON, D.C. 20202-5515

Period Covered	
From	To
July 1, 1991	June 30, 1992

ANNUAL PERFORMANCE REPORT
FOR THE ADULT EDUCATION STATE-ADMINISTERED PROGRAM

PART I - STATISTICAL

Table 1

Number of Participants by Educational Functioning Level, Population Group, and Sex.

EDUCATIONAL FUNCTIONING LEVEL	PARTICIPANTS BY POPULATION GROUP AND SEX										
	AMERICAN INDIAN or ALASKAN NATIVE		ASIAN or PACIFIC ISLANDER		BLACK not of HISPANIC ORIGIN		HISPANIC		WHITE not of HISPANIC ORIGIN		TOTAL Col. (B) thru (K)
(A)	MALE (B)	FEMALE (C)	MALE (D)	FEMALE (E)	MALE (F)	FEMALE (G)	MALE (H)	FEMALE (I)	MALE (J)	FEMALE (K)	(L)
1. BEGINNING A. ABE	0	0	26	32	0	1	0	0	2	0	61
B. ESL	1	0	137	159	0	0	2	3	0	1	303
2. INTERMEDIATE A. ABE	1	0	81	72	1	2	0	2	4	7	170
B. ESL	0	0	100	88	0	0	3	2	0	2	195
3. ADVANCED ESL	0	0	47	52	0	0	0	0	0	0	99
4. ADULT SECONDARY ED.	3	0	541	577	2	4	4	1	15	23	1,170
5. TOTAL	5	0	932	980	3	7	9	8	21	33	1,998

Table 2

Number of Participants by Age, Population

AGE GROUP*** (A)	PARTICIPANTS BY POPULATION GROUP AND SEX										
	AMERICAN INDIAN OR ALASKAN NATIVE		ASIAN OR PACIFIC ISLANDER		BLACK NOT OF HISPANIC ORIGIN		HISPANIC		WHITE NOT OF HISPANIC ORIGIN		Cols (B) thru (K)
	MALE (B)	FEMALE (C)	MALE (D)	FEMALE (E)	MALE (F)	FEMALE (G)	MALE (H)	FEMALE (I)	MALE (J)	FEMALE (K)	(L)
1. 16-24	4	0	633	601	3	7	5	3	19	24	1299
2. 25-44	0	0	263	337	0	0	4	5	2	7	618
3. 45-59	1	0	30	38	0	0	0	0	0	2	71
4. 60 AND OVER	0	0	6	4	0	0	0	0	0	0	10
5. TOTAL	5	0	932	980	3	7	9	8	21	33	1,998

*** Based on Participant's Age at the Time of the first Class attended during the Program Year.

Table 3

Participants for Each of the Categories Listed

PARTICIPANT PROGRESS AND SEPARATION DATA BY EDUCATIONAL FUNCTIONAL LEVEL Number of Participants					
EDUCATIONAL FUNCTIONAL LEVEL (A)	NUMBER STARTED (AT EACH LEVEL) (B)	NUMBER STARTED THAT COMPLETED THAT LEVEL (C)	NUMBER PROGRESSING IN SAME LEVEL (D)	NUMBER SEPARATED FROM EACH LEVEL BEFORE COMPLETING THAT LEVEL (E)	NUMBER STARTED AT EACH LEVEL THAT MOVED TO A HIGHER LEVEL (F)
1. BEGINNING A. ABE	61	61	0	0	0
B. ESL	303	51	68	184	5
2. INTERMEDIATE A. ABE	170	23	29	118	8
B. ESL	195	21	27	147	5
3. ADVANCE ESL	99	19	9	71	0
4. ADULT SECONDARY EDUCATION	1,170	65	1105	0	xxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxx
5. TOTAL	1,998	240	1238	520	18

Table 4

Number of participants leaving the program before completing their objectives and their reasons for separation.

Reasons for Separation	Number of Participants
1. Health problems	8
2. Child care problems	2
3. Transportation problems	7
4. Family problems	10
5. Location of class	2
6. Lack of interest, instruction not helpful to participants	10
7. Time the class or program was scheduled	22
8. Changed address or left area	19
9. To take a job	12
10. Other known reasons (specified): See breakdown below	827
11. Unknown reasons (Withdrew No Reasons Given)	135

10. Other Known reasons:

- To work on a degree	1
- Alcohol Consumption	3
- Wrong Class	2
- Did not meet Health/ immunization requirements, Classified as Technical withdrawals.	821
TOTAL:	827

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Table 5

Number of Participants for Each of the Categories Listed.
(Participants may fit more than one Category and may be Reported under as many Categories as Apply.)

Status of Participants Upon Entry into the Program	Number of Participants (may be duplicated)
1. Disabled adults	31
2. Adults in rural areas (Insular)	1937
3. Adults in urban areas with high rates of unemployment	0
4. Immigrant adults (ESL)	597
5. Homeless Adults	0
6. Adults in correctional facilities	59
7. Other institutionalized adults (Good Will 12, Mental Health 33)	45
8. Employed adults (ESL)	*
9. Unemployed adults (ESL)	*
10. Adults on public assistance (JOBS Program)	21

* not identified

Table 6

Participants who had Achievements in the Listed Areas During the Reporting Period. (Participants who have several achievements may be listed more than once.)

Participant Achievement	Number of Participants (may be duplicated)
EDUCATIONAL 1. Obtained an adult high school diploma	65
2. Passed the GED test	98
3. Entered other educational or training program	2
SOCIETAL 4. Received U.S. Citizenship	*
5. Registered to vote or voted for the first time	*
ECONOMIC 6. Gained employment	27
7. Secured employment retention or obtained job advancement	*
8. Removed from public assistance	*
OTHER (specify)	0

* not identified

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Table 7

Number of Participants and Number of Classes
by Time and Location.

LOCATION OF CLASS (A)	NUMBER OF PARTICIPANTS * (B)	NUMBER OF DAYTIME CLASSES (C)	NUMBER OF EVENING CLASSES (D)	NUMBER OF SITES OPERATING FULL-TIME PROGRAM(25 hours or more (Unduplicated count) (E)
1. School Building a. Elementary/Secondary School	698	0	22	1
b. Community College (Junior College, Technical Institute, etc.)	1004	34	63	1
c. 4-year college	0	0	0	0
2. Other Locations a. Learning Center		0	0	0
b. Correctional Institution **	69	2	12	1
c. State/local institution for the Disabled	45	5	0	0
d. Work Site	33	3	0	2
e. Library	0	0	0	0
f. Community based organization Center	0	0	0	0
g. Home or Homebased	0	0	0	0
h. Other	159	4	4	1
3. TOTAL	1998	43	101	6

* The total number of participants is an unduplicated count and should equal the total number reported for column (L) in Tables 1 and 2.

** The majority of participants from Department of Corrections were enrolled in two or more classes.

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Table 8

Personnel by Function and Job Status (unduplicated Count)

FUNCTION Organizational Placement and Type of Job Performed (A)	Adult Education Personnel		
	Paid Personnel		Unpaid Volunteers (D)
	Total Number of Part-Time Personnel (B)	Total Number of Full-Time Personnel (C)	
1. State-level administrative/ Supervisory/Ancillary Services	6	4	0
2. Local-level Administrative/ Supervisory/Ancillary Services	2	0	0
3. Local Teachers	59	0	0
4. Local Counselors	6	0	0
5. Local Paraprofessionals	1	0	0

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Financial Status Reports

ADULT EDUCATION BASIC GRANT - PROGRAM YEAR 1992 - First Year Report

FINANCIAL STATUS REPORT

DEPARTMENT OF EDUCATION OVAE/DAE

V002A10054

GUAM COMMUNITY COLLEGE
P. O. BOX 23069
GMF GUAM 96921

98-0040312

3-XX-XXX-XXX-21A.....29A

July 1, 1991 — June 30, 1992

July 1, 1991 — June 30, 1992

STATUS OF FUNDS

PROGRAMS/FUNCTIONS/ACTIVITIES	(a) State Administration	(b) Section 353	(c) Programs of Inst. (0-8)	(d) Programs of Inst. (9-12)	(e) Institutionalized Persons	(f)	TOTAL (g)
a. Net outlays previously reported	$ 0	$ 0	$ 0	$ 0	$ 0	$	$ 0
b. Total outlays this report period	4,319	11,099	89,445	38,033	17,482		151,443
c. Less: Program income credits	0	0	0	0	0		0
d. Net outlays this report period (Line b minus line c)	4,319	11,099	89,445	38,033	29,098		151,443
e. Net outlays to date (Line a plus line d)	4,319	11,099	89,445	38,033	29,098		151,443
f. Less: Non Federal share of outlays	0	0	0	0	0		0
g. Total Federal share of outlays (Line e minus line f)	4,319	11,099	89,445	38,033	29,098		151,443
h. Total unliquidated obligations	0	1,050	3,634	0	0		4,684
i. Less: Non Federal share of unliquidated obligations shown on line h	0	0	0	0	0		0
j. Federal share of unliquidated obligations	0	1,050	3,634	0	0		4,684
k. Total Federal share of outlays and unliquidated obligations	4,319	12,149	93.079	38,033	17,482		156,127
l. Total cumulative amount of Federal funds authorized	8,741	17,482	93,079	38,033	17,482		174,817
m. Unobligated balance of Federal funds	4,422	5,333	0	0	0		9,755

12. TYPE OF RATE (Place "X" in appropriate box) N/A ☐ PROVISIONAL ☐ PREDETERMINED ☐ FINAL ☐ FIXED

13. REMARKS. Attach any explanations deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation.

14. CERTIFICATION
I certify to the best of my knowledge and belief that this report is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.

15. SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL
Mary Ann Camacho

16. TYPED OR PRINTED NAME AND TITLE
Mary Ann Camacho
General Accounting Supervisor

17. DATE REPORT SUBMITTED

18. TELEPHONE (Area code, number and extension)
(671) 734-4311

STANDARD FORM 269 (Rev. 4-88)

Guam 1992 - 20

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ADULT EDUCATION BASIC GRANT - PROGRAM YEAR 1991 - Close-out Report

FINANCIAL STATUS REPORT

(Follow instructions on the back)

Guam Community College
P. O. Box 23069
GMF, Guam 96921

DEPARTMENT OF EDUCATION GUAM/BAR

VU02A00053

98-0040312

July 1, 1990 — June 30, 1991

July 1, 1991 — Sept. 30, 1992

STATUS OF FUNDS

PROGRAMS/FUNCTIONS/ACTIVITIES ▶	(a) State Administration 2AE1.SA	(b) Section 353 2AE1.PT	(c) Programs of Instr. (0-8) 2AE1.P1	(d) Programs of Instr. (9-12) 2AE1.P9	(e) Institutionalized Persons 2AE1.IN	(f)	TOTAL (g)
a. Net outlays previously reported	$ -0-	$ -0-	$ 55,723	$ 31,516	$ 11,556	$	$ 98,795
b. Total outlays this report period	8,000	15,036	30,827	-0-	4,202		58,065
c. Less: Program income credits	-0-	-0-	-0-	-0-	-0-		-0-
d. Net outlays this report period (Line b minus line c)	8,000	15,036	30,827	-0-	4,202		58,065
e. Net outlays to date (Line a plus line d)	8,000	15,036	86,550	31,516	15,758		156,860
f. Less: Non Federal share of outlays	-0-	-0-	-0-	-0-	-0-		-0-
g. Total Federal share of outlays (Line e minus line f)	8,000	15,036	86,550	31,516	15,758		156,860
h. Total unliquidated obligations	-0-	-0-	-0-	-0-	-0-		-0-
i. Less: Non Federal share of unliquidated obligations shown on line h	-0-	-0-	-0-	-0-	-0-		-0-
j. Federal share of unliquidated obligations	-0-	-0-	-0-	-0-	-0-		-0-
k. Total Federal share of outlays and unliquidated obligations	8,000	15,036	86,550	31,516	15,758		156,860
l. Total cumulative amount of Federal funds authorized	8,000	15,758	86,550	31,516	15,758		157,582
m. Unobligated balance of Federal funds	-0-	722	-0-	-0-	-0-		722

n. Type of Rate (Place "X" in appropriate box) ☐ PROVISIONAL ☐ PREDETERMINED ☐ FINAL ☐ FIXED

o. Rate | p. Base | q. Total Amount | r. Federal Share

s. Remarks: Attach any explanations deemed necessary or information required by Federal sponsoring agency in compliance with regulations.

13. CERTIFICATION

I certify to the best of my knowledge and belief that this report is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.

a. Typed or Printed Name and Title: James J. Taylor
Vice President,
Financial Affairs

b. Signature of Authorized Certifying Official

c. Telephone (Area code, number and extension): (671) 734-4311

d. Date Report Submitted

Standard Form 269 (Rev. 4-88)

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